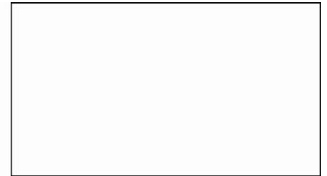
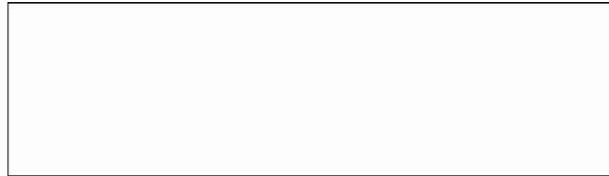




LUDWIG-  
MAXIMILIANS-  
UNIVERSITÄT  
MÜNCHEN



Faculty of Earth Sciences  
at LMU Munich

**Plan for the advancement of women in academia and for a  
better work-life balance**

Adopted by the Faculty Council  
in April 2021

## Preamble

“A successful gender equality strategy leads to significant added value: Gender equality impacts the quality of research by allowing talent to be drawn from a larger population, promoting a variety of research perspectives (diversity), and eliminating blind spots regarding the importance of gender in research content and methods. In this respect, the consideration of relevant gender and diversity aspects is an essential element of high-quality research” (DFG 2008). Not least for this reason, plans for the advancement of women are increasingly seen as a prerequisite for funding eligibility. For example, the existence of a gender equality plan will be a general requirement from 2022 onwards for universities to receive Horizon Europe funding in order to achieve sustainable structural change. “A new eligibility criterion to get access to Horizon Europe funding: public bodies, research organizations, and higher education establishments will be required, starting in 2022, to have a gender equality plan (GEP) in place. This will ensure sustainable institutional change” (EU 2021). This is also taken up by the Bavarian Research Alliance (BayFOR) in its announcement on March 25, 2021: “Starting in 2022, public institutions, research organizations, and universities will be required to have **their own gender equality plan as a condition for participation** in Horizon Europe. The consideration of the topic of “**gender balance**” will be required as a criterion for participating in funding applications in the future. The Commission is taking these measures as part of its Gender Equality Strategy 2020-2025 in response to the persistent under-representation of women in research and innovation ecosystems.” Key points of the required gender equality plan are (i) a **document** signed by the respective organizational leadership (faculty) and **published on its own website** affirming the promotion of gender equality, (ii) the allocation of **earmarked funds** for offices, such as for the work of gender equality officers/women’s representatives, to promote gender equality measures, (iii) the documentation of gender imbalances through gender-disaggregated personnel data in annual reports. Institutions are explicitly called upon to develop a **proactive approach** to addressing gender-based biases, e.g., through workshops or work groups dedicated to the gender dimension (BayFOR, 03/25/2021).

Article 4 of the Bavarian Higher Education Act also requires universities and their faculties to ensure actual equality between women and men in the field of science. The objective of the advancement plan is to advance women as long as the equal distribution of women and men has not been achieved, including at the highest hierarchical level: professorships. In the same spirit, the German Research Foundation (DFG) also calls for the implementation of “research-oriented equality standards.” Thus, one of the basic principles of quality assurance at every level of the university is to ensure the equality of its members in a consistent, transparent, competitive, and competent manner (cf. Research-oriented Standards on Gender Equality by the German Research Foundation, DFG 2008). According to the University Constitution of LMU, women’s representatives are to be adequately funded by the university and the faculty for this purpose: “The university and the faculties shall provide the women’s representatives with adequate funds for the effective fulfillment of their tasks” (Section 46(2)(1) of the University Constitution of LMU).

The pursuit and promotion of the principle of equality are to be understood not least as a consequence of the fundamental right guaranteed by Article 3 of the Basic Law. Therefore, equal opportunities for women/men/diverse must be regarded as a central and strategic objective of sustainable university development. These objectives can only be achieved if all levels of the university are committed to these objectives and undertake concrete measures in their area of responsibility. The Faculty of Earth

Sciences of Ludwig-Maximilians-Universität participates in fulfilling these objectives by committing itself to concrete measures promoting equality. Important key points are compiled in this Plan for the Advancement of Women comprising the following four pillars:

- Equality of women and men at every hierarchical level of the staffing structure
- Promotion of women in the qualification phase
- Reconciliation of family and work life
- Increase of gender sensitivity among all staff at the faculty

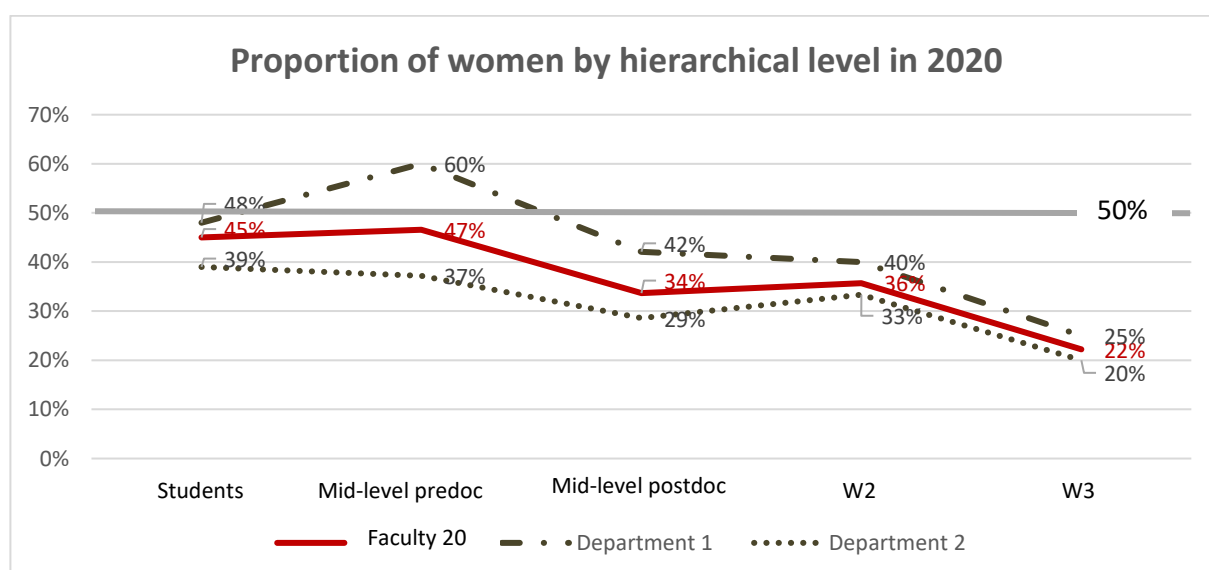
## 1 Necessity of a plan for the advancement of women at Faculty 20

Faculty 20 has not yet succeeded in attracting women scientists with doctorates to an academic career to the same extent as male graduates. There is a clear parity difference (see chapter 2), especially at the hierarchical level of W3 professorships, but also beginning with W2 professorships and postdoc positions. Therefore, the gender gap widens at each hierarchical level at Faculty 20 as well. Even if this gap has been somewhat narrowed compared to 2010, the advancement of women's academic careers is still indicated due to the still existing difference.

To date, the faculty has not had sufficient control over the activities to advance women, which are insufficiently adapted to the faculty's specific context. The advancement of women in science has so far been mainly taken over by centrally controlled activities of the university women's representative and university management. Faculty 20's Plan for the Advancement of Women addresses this deficit and complements the initiatives at the university level with initiatives at the faculty level. Likewise, the Plan for the Advancement of Women is seen as a complement to policy measures aimed at improving staffing structures and working conditions.

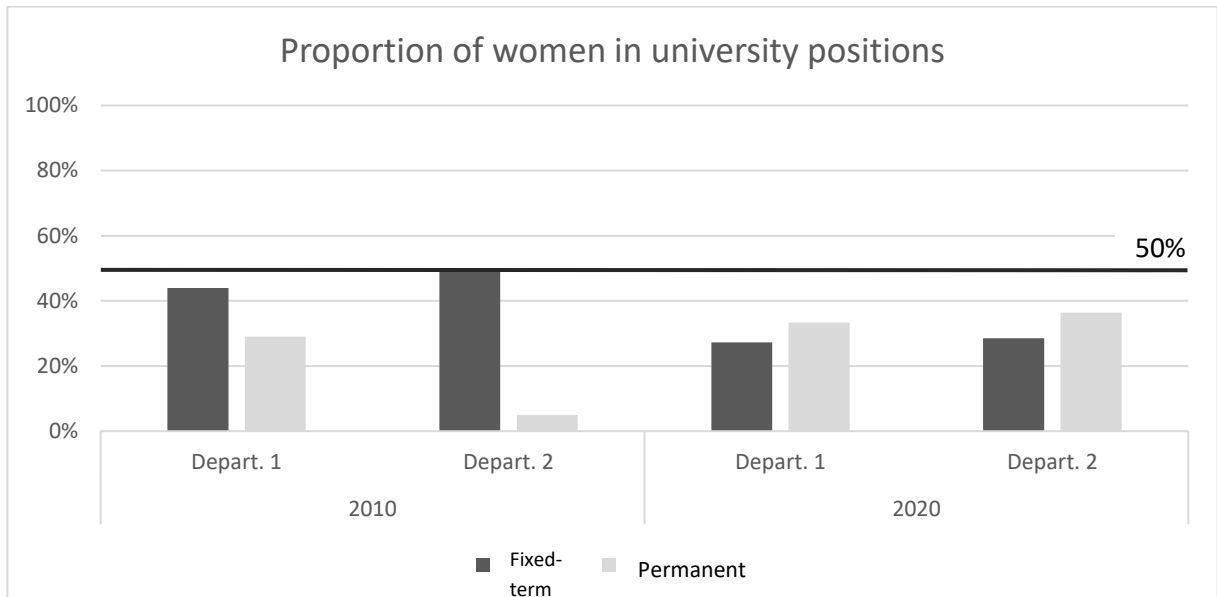
## 2 Development of the proportion of women at Faculty 20

The proportion of women among the academic staff at Faculty 20 tends to decrease after the still relatively high values at the level of predocs (45% on average). Particularly significant differences can be observed between the predoc and postdoc phases as well as between W2 and W3 professorships. Among W3 professorships, only one in four (Department 1) or one in five (Department 2) positions is held by a woman. Even though the proportion of women in professorships (W2 and W3) increased from 13% to 29% compared to 2010, parity has not yet been achieved (see Annex).

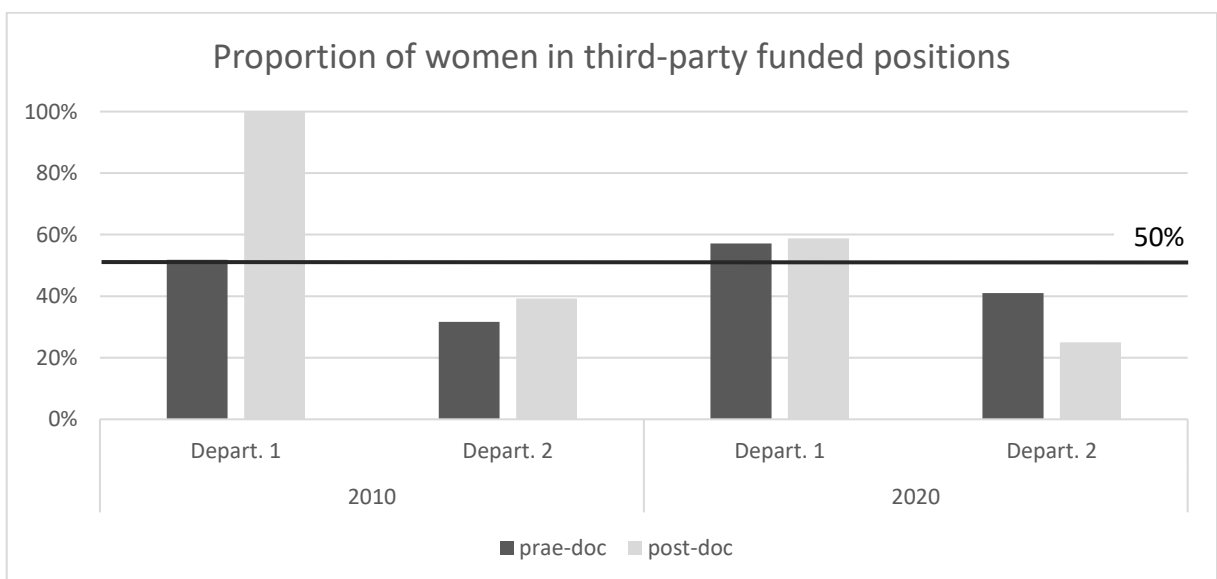


A mixed picture emerges in the filling of mid-level university positions. In 2020, neither temporary nor permanent positions came close to parity distribution. The increases in the proportion of women in

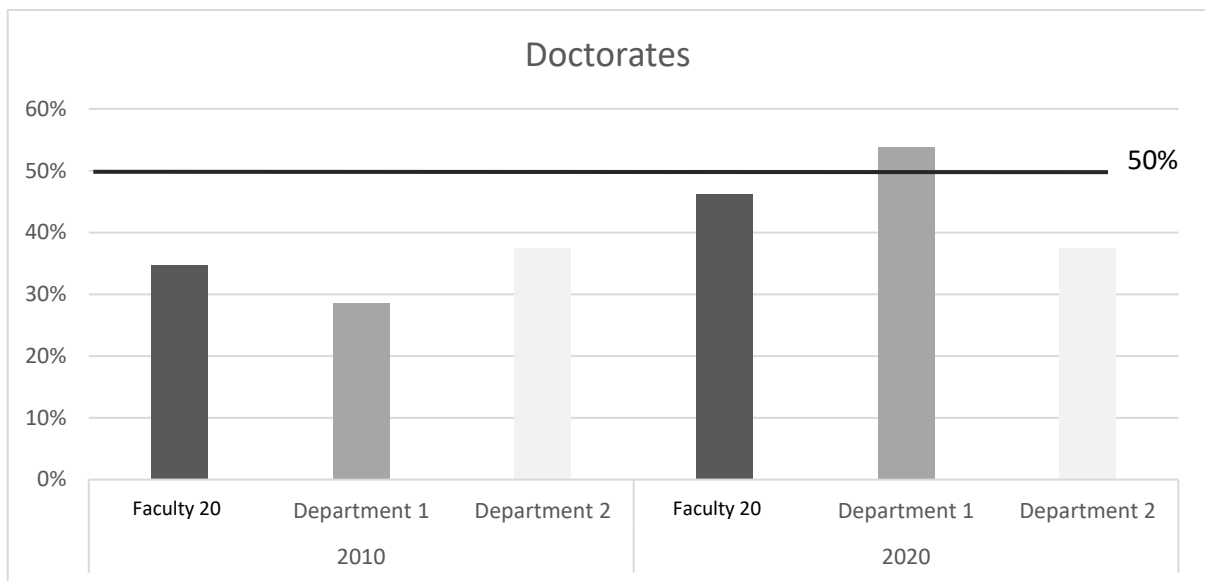
permanent positions between 2010 and 2020 to 33% (Department 1) and 36% (Department 2) is encouraging, but equal representation has not yet been achieved here either.



In the case of third-party funded positions, the proportion of women in Department 1 in 2020 is above 50% in both the predoc and postdoc phases. In Department 2, the predoc numbers are above those for university positions. However, this picture, which appears to be encouraging at first glance, has a clear downside: Third-party funded positions are often precarious in several respects and are less likely to lead to a university career. These positions include, in particular, a possible lack of subsequent periods of employment in the case of maternity and parental leave and, as a rule, significantly less insight into teaching and university self-administration. Identification with the university as a career path is also usually lower for project staff. Moreover, these positions always have a fixed term that is often short or shorter than so-called university positions.



The proportion of women in doctoral studies increased between 2010 and 2020, with a gratifying 46% proportion achieved in 2020.



Concerning habilitations, the proportion of women was 0% in 2010; in 2020, it was an encouraging 50%, with a total of four habilitations.

### Key messages

The greatest need for action concerning staffing parity at Faculty 20 thus lies in the following areas:

- Drastic increase in the proportion of women in W3 professorships (currently 22%)
- Further increase in the proportion of women in W2 professorships (currently 36%)
- Significant increase in the proportion of women in university positions (currently 29%)
- Significant increase in the proportion of women in permanent positions (currently 33%)

### 3 Objectives and validity of the advancement plan and its monitoring

#### Objective

The Faculty of Earth Sciences considers the promotion of equality to be a central concern. The overriding objective of this Plan for the Advancement of Women is special support for the academic careers of qualified women, which will increase the proportion of women in the field of science and especially in professorships. To this end, gender aspects must be given increased attention in decision-making to achieve the balanced participation of all genders in all matters concerning the faculty. As long as equality has not been achieved up to the level of professorships, women will continue to receive additional support in order to contribute to an equal distribution in the long term.

#### Validity

The Plan for the Advancement of Women applies to all Faculty 20: All Faculty 20 staff are involved in implementing the objectives. Equality and the associated implementation of the objectives represent an ongoing task; accordingly, the duration of the Plan for the Advancement of Women is not limited. Regular progress reviews constitute an essential control instrument for achieving the objectives. The dean and the women's representative will report annually to the extended Faculty Council on the status of the implementation of the plan. In particular, the statistics on gender distribution (see Section

2) will be presented and compared with the figures from previous years, the development will be reviewed concerning the desired objectives, and, if necessary, suitable measures will be developed to close the gender gap. The same procedure will be followed for measures to promote women, reconcile family and work life, and increase gender awareness.

The women's representatives will also report on department-specific developments at department meetings.

Departmental offices will provide data for the annual report to the dean's office by February 1 of each year for the previous year to prepare the report. The Faculty Council will discuss the report. It may be necessary to explain why the set objectives were not met and how this will be addressed in the future. The faculty will receive a follow-up mandate.

The Plan for the Advancement of Women will be updated every five years based on the annual reports. Again, all the objectives, not just the personnel aspects, must be taken into account.

#### **4 Measures**

The measures outlined below are to be implemented as quickly as possible. The dean undertakes to support and monitor the implementation of the measures. For the implementation of the measures, the faculty will provide an annual budget of approximately 25,000 euros, but at least 9% of the overhead income of the faculty. Examples of support measures (especially 4.2, 4.3, and 4.4) can also be found in the Overview in the Annex (Tables 5 and 6).

##### **4.1 Staffing structure**

In terms of staffing, the objective is equal gender distribution at all hierarchical levels. If the annual review of the proportion of women at the various hierarchical levels reveals downward deviations or stagnation, the dean will request a statement from the relevant university lecturers.

###### **Mid-level positions**

Doctoral studies are the first step in an academic career. In accordance with the objective of equal distribution, the proportion of women pursuing a doctoral degree should be at least 50%. Moreover, the proportion of woman doctoral students in budgeted positions should be at least 50% and the proportion in positions that tend to be precarious should be no more than 50% (third-party funding, substitute positions, scholarships, lectureships, etc.).

The faculty will also participate in the LMU-wide mentoring program. When allocating places to mentees, it is important to ensure that at least 50% of the mentees are women.

Doctoral students will also actively be encouraged to take advantage of LMU-wide support measures (e.g., continuing education measures, funds for equality in research and teaching). The measures will be announced by the faculty's women's representatives and supplemented by further measures that are also intended to strengthen the networking of women academic staff in general and women doctoral students in particular at the faculty among themselves (e.g., workshops, retreats).

###### **Postdoc positions**

Many women end their academic careers, especially after completing their doctorate. In this phase, it

is therefore particularly important to retain women and to recruit them for further academic careers and thus for professorships. In order to achieve this, the chairs should also hire women for postdoc positions and offer them reliable jobs and contracts with the longest possible terms (ideally up to six years). The proportion of women habilitation candidates should be at least equal to the ratio of doctorates. Particular attention should also be paid to ensuring that the proportion of female postdocs in budgeted positions is at least 50%. Furthermore, the current imbalance between university positions and third-party funded positions must be remedied.

Women in postdoc positions are explicitly referred to the LMU-wide mentoring program and additional faculty measures as well as the university women's representative, who can support them in their professional and personal development.

### **Professorships**

The greatest difference between the proportion of women and men is also evident at Faculty 20 at the professorship level. The faculty's objective is to achieve parity in staffing. This is explicitly supported by the BayHSchPG: "When preparing the appointment proposal, efforts shall be made to increase the proportion of women in academia" (BayHSchPG Article 18, Section 4(7)). Therefore, all faculty members should specifically address suitable women in the context of appointment procedures and expressly encourage them to apply. According to the University Constitution of LMU, appointment committees must be composed of at least two women professors; equal representation is desirable. The faculty will continue to implement this provision.

In order to ensure the equal treatment of women and men who have taken on family responsibilities over a longer period of time with applicants who have worked academically without interruption, periods of absence for nursing and caring for children and other dependents are to be taken into account accordingly in the selection process. Moreover, applicants will be evaluated positively if they have been involved in gender equality policy measures or in anchoring gender issues in their courses. Applicants will also actively be informed about LMU's dual career service offers in the context of appointments. The faculty itself will also explore the possibilities of dual career arrangements at the faculty level.

## **4.2 Promotion of women by the faculty**

Faculty 20 explicitly promotes young women academics (MSc, doctoral students, early postdocs) in order to achieve the basis for reaching the objective of parity in staffing, especially at higher hierarchical levels. In doing so, the faculty's support measures complement other support opportunities – in particular LMU-wide measures – in accordance with the specific needs of women at Faculty 20. A needs assessment and a proposal for specifying measures will take place annually at a women's meeting. Areas of action include intra-faculty women's retreats with childcare, support for business trips, and continuing education measures (further examples can be found in the Annex). The faculty will provide the necessary financial resources (see above).

Women are also often disproportionately burdened by committee work at the faculty and university level. The faculty is considering appropriate means to compensate women professors for this additional workload.

Moreover, at least 50% of the faculty's junior researcher fund is allocated to women.



### **4.3 Reconciliation of family and work life**

Reconciling family and work life in their academic careers is a major hurdle for many staff with care-giving responsibilities. The following measures should be implemented immediately in the faculty and its departments and chairs:

#### **Flexible working conditions**

All staff, especially those with family obligations, should be given flexible working conditions in terms of time and location. This includes basic equipment (e.g., laptop) enabling them to work in various places and at different times. If no funds (e.g., from the Office of the Women's Representative or the LMU Mentoring Program) can be accessed for this purpose, the funds should be provided by the teaching departments concerned. This should not replace the workplace at the institute.

In general, flexible working in terms of location and time is made possible within the limits of university-wide guidelines, especially during the qualification phase. Remote participation in meetings is a useful addition to spatially flexible working.

Staff on parental leave should continue to be informed about important news via the institute's mailing list.

#### **Appointments**

When scheduling meetings, colloquia, sessions, and other appointments, it is important to ensure the highest possible level of participation and integration. In particular, the interests of staff with care and nursing obligations must be taken into consideration. Appointments must be made after consulting with the staff and announced in good time in order to ensure compatibility with the above-mentioned flexible working arrangements. Appointments after 5 pm should only take place with the consent of all parties involved. Deviations are only possible in justified exceptional cases and should be held as hybrid events (in-person and online) to enable remote participation.

This also applies to informal exchanges to prevent staff from being systematically excluded.

#### **Parent-child room**

A separate parent-child room must be provided in each building at the faculty for parents with children in need of care. This explicitly includes students.

#### **Parental leave and family-related part-time work**

All staff must be informed about the possibilities of parental leave, temporary part-time work, and leave of absence for family reasons by their superiors and the respective departmental offices. Women and men are supported and encouraged to take parental leave. In particular, it should be noted that fixed-term employment contracts (e.g., pursuant to WissZV Article 1 Section 2(5)) are usually extended by reduced working hours due to childcare or the care of other relatives and by periods of maternity leave and parental leave that fall within the normal term of the contract (refer also to the service portal). This applies to permanent positions; in the case of third-party funded positions, this is only possible if the project is appropriately funded/extended. An additional extension of two years per child under 18 is possible under certain conditions. The university women's representative is also available

to advise men on individual parental leave arrangements.

Employees with family obligations must be enabled to participate in further or advanced training measures in a suitable manner. This also applies explicitly during parental leave. Part-time employment during parental leave or beyond must not negatively affect the employee's performance appraisal.

### **Promoting the reconciliation of family and work life**

The faculty also provides funding from the Plan for the Advancement of Women budget for student assistants and childcare grants to promote the reconciliation of family and work life. Young academics with one or more children up to the age of 12, at least 50% of whom are women, are eligible to apply (see Annex). Single parents and parents without other support in raising/caring for their child(ren) (e.g., living together apart) must receive special consideration.

#### **4.4 Increasing gender sensitivity**

In general, professionalization in the field of women's advancement is an important basis for gender-sensitive action. Therefore, women's representatives, academic staff, and staff at the management level (professors) are offered professional development in the areas of gender sensitivity, gender management, and the promotion of gender equality. An important part of this is the offer of gender-sensitive teaching theory by LMU and other providers, as well as the "gender and diversity" teaching module from the Virtual University of Bavaria (vhb). The faculty regularly provides information about corresponding offers.

In addition, gender issues and research findings should be regularly taken into account in teaching, as far as possible and reasonable, in order to increase students' awareness of gender-relevant topics as early as possible.

## **5 Official announcement**

The Plan for the Advancement of Women in the present version was adopted by the Faculty Council of the Faculty of Earth Sciences on April 21, 2021, thus entering into force.

It will be made known to all managers. All employees have the opportunity to review the advancement plan. In particular, it is available on the faculty's website and is being handed out to new staff when they join the faculty along with their hiring documents.

## Annex

**Table 1: Hierarchical levels**

### Faculty 20 overview

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Students	519	202	<b>39%</b>	1318	588	<b>45%</b>
Mid-level predoc	87	33	<b>33%</b>	73	34	<b>47%</b>
Mid-level postdoc	29	13	<b>13%</b>	101	34	<b>34%</b>
W2	24	3	<b>13%</b>	14	5	<b>36%</b>
W3				9	2	<b>22%</b>

### Department 1 overview

	2010			2020		
	Number	Of which women	Proportion	Number*	Of which women	Proportion
Students				653	311	<b>48%</b>
Mid-level predoc	27	14	<b>52%</b>	30	18	<b>60%</b>
Mid-level postdoc	4	4	<b>100%</b>	38	16	<b>42%</b>
W2	9	0	<b>0%</b>	5	2	<b>40%</b>
W3				4	1	<b>25%</b>

### Department 2 overview

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Students				519	202	<b>39%</b>
Mid-level predoc	60	19	<b>32%</b>	43	16	<b>37%</b>
Mid-level postdoc	25	9	<b>36%</b>	63	18	<b>29%</b>
W2	15	3	<b>20%</b>	9	3	<b>33%</b>
W3				5	1	<b>20%</b>

**Table 2: Fixed-term and permanent university positions**

**Faculty 20 overview – Mid-level (university positions)**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
<b>Fixed-term</b>	30	14	<b>47%</b>	44	12	<b>27%</b>
<b>Permanent</b>	33	5	<b>15%</b>	24	8	<b>33%</b>
	63	19	<b>30%</b>	68	20	<b>29%</b>

**Department 1 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
<b>Fixed-term</b>	18	8	<b>44%</b>	23	6	<b>26%</b>
<b>Permanent</b>	14	4	<b>29%</b>	13	4	<b>31%</b>
	32	12	<b>38%</b>	36	10	<b>28%</b>

**Department 2 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
<b>Fixed-term</b>	12	6	<b>50%</b>	21	6	<b>29%</b>
<b>Permanent</b>	19	1	<b>5%</b>	11	4	<b>36%</b>
	31	7	<b>23%</b>	32	10	<b>31%</b>

**Table 3: Proportion of women in third-party funded positions differentiated by predoc and postdoc**

**Faculty 20 overview – Third-party funded positions (without scholarships)**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Predoc	87	33	<b>38%</b>	67	32	<b>48%</b>
Postdoc	32	15	<b>47%</b>	49	18	<b>37%</b>
Total	119	48	<b>40%</b>	116	50	<b>43%</b>

**Department 1 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Predoc	27	14	<b>52%</b>	28	16	<b>57%</b>
Postdoc	4	4	<b>100%</b>	17	10	<b>59%</b>
Total	31	18	<b>58%</b>	45	26	<b>58%</b>

**Department 2 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Predoc	60	19	<b>32%</b>	39	16	<b>41%</b>
Postdoc	28	11	<b>39%</b>	32	8	<b>25%</b>
Total	88	30	<b>34%</b>	71	24	<b>34%</b>

**Table 4: Doctorates and habilitations****Faculty 20 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Doctorates	23	8	35%	26	12	46%
Habilitations	1	0	0%	4	2	50%

**Department 1 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Doctorates	7	2	29%	13	7	54%
Habilitations	1	0	0%	2	0	0%

**Department 2 overview**

	2010			2020		
	Number	Of which women	Proportion	Number	Of which women	Proportion
Doctorates	16	6	38%	13	5	38%
Habilitations	0	0	0%	2	2	100%

**Table 5: Examples of measures aimed at the advancement of women**

#	Measure	Target group
1	<b>Retreat for women academics with childcare and moderation</b> The objective is for women with different career paths and at different stages of their careers in earth sciences (incl. showcasing the career paths of successful women) to exchange experiences, as well as to establish and promote a women's network within the faculty and to initiate academic collaborations.	Female doctoral candidates, post-docs, habilitation candidates, mid-level academics, professors
2	<b>Seminars and workshops at the faculty by external trainers</b> , mainly in English, e.g., on the following topics: Intensive course on proposal writing (writing seminar I), intensive course on academic publishing (writing seminar II), efficient time management, professional presentation and behavior. The women academics will be asked in advance what their needs are, and the offers will be tailored accordingly. Reason: There is a lack of seminars and workshops in English at LMU. The seminars offered here are intended to complement the course program offered by other departments at LMU. In the case of intensive courses on proposal writing and academic publishing, the participants should bring drafts that will be specifically evaluated and improved. The networking of women academics within the faculty is a synergistic side effect of these seminars and workshops.	Female MSc students, doctoral candidates, post-docs, habilitation candidates

**Table 6: Examples of measures aimed at reconciling family and work life (also for male\* applicants)**

#	Measure	Target group
1	<b>Funds for student assistants</b> Funds for student assistants are to be used to support the applicant in preparing for courses or to relieve her/his academic work burden. Student assistants may not be used for childcare (if that is the case, please apply for a childcare grant (see below)). Application amount: max. €1,000 per applicant and per year	Male or female doctoral candidates, postdocs, habilitation candidates, mid-level academics, professors during the tenure phase
2	<b>Childcare grant (contribution to material costs, support costs)</b> Applications can be made for contributions to childcare costs (e.g., babysitters or an assistant during business trips (e.g., congresses, conferences, workshops, fieldwork, excursions)). Childcare costs may be incurred at the place of official business or at home to enable participation in congresses, conferences, workshops, etc. Furthermore, in exceptional cases, an application can also be made for material expenses, provided they are directly related to childcare costs on business trips and are used sustainably. Application amount: max. €1,000 per applicant and per year	Male or female doctoral candidates, post-docs, habilitation candidates, mid-level academics, professors during the tenure phase

Remarks: For the measures for the advancement of women (examples in Table 5) and for the reconciliation of family and work life (examples in Table 6), a total of approx. 25,000 euros per year, but at least 9% of the year's income from overhead funds, is budgeted.